**K-5ELA Lesson Plan**

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| **Teacher:**  **Michelle Lee, Brittany Baldwin, Anna Potts** | | **Grade:**  **2nd** | | | **Date(s)**: 8/30-8/31 (2 days) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 1- Story Mapping** | | |
| **Essential Question(s): \*** How does asking and answering questions help me to understand key ideas and details while I read? \* How do characters develop throughout a story? \* How do good writers share their opinion with readers? \* How can a good speaker effectively share a story with an audience?   * How do illustrations and words in a text help readers comprehend what they read? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Alexander and the Terrible, Horrible, No Good, Very Bad Day  Reading Street 2.1  Chart Paper  Markers  Paper  Crayons | | | | **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **setting –** the story’s time and place  **problem** – what’s wrong in a story  **solution**- how the problem is fixed  **opinions-** how a person thinks or feels about something | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled (Me)  X Shared (We)   * Guided Practice (few) * Independent (you) | **Reading**  **Standards: RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **I Can Statement(s): I can retell the plot of story using the events in order.**  **Instructional Plan:**  **\*\*Review rules and procedures learned so far.**  **Day Three**   * Teacher directs whole group discussion in which they will preview and predict events in the story “Alexander and the Terrible, Horrible, No Good, Very Bad Day.” * Review the classroom rules and ways we can have good days together * Revisit anchor chart from previous lessons (review student made ones from yesterday) * Ask students to explain the story elements and what they mean, predict what each might be for this story * Introduce Good Reader Strategy of Asking Questions as you read * Model answering question as you begin read aloud (connect asking questions to identifying story elements) * Teacher read aloud on document camera, stopping to ask key comprehension questions. Students will follow along on board. * Partners will complete the graphic story map foldable. (they will be able to refer to text if necessary) * Partners will share their ideas with other partner groups   **Day Four**   * Teacher will review story elements by showing student work from yesterday. * Teacher will introduce Tara and Tiree from 2.1. Class will take a picture walk to make predictions of the story elements. Teacher will refer back to anchor chart as they discuss. (Teacher will review concept of using pictures for clues) * Students will partner read story. Teacher will explain strategy of knee to knee, nose to nose, face to face. (\*Those who need intervention can listen on CD or read in small group with teacher.) * Students will independently complete story map, similar to anchor chart. * Class will discuss what they wrote and their opinions of the story. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.2.1** Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section. **L.2.2.Demonstrate command of the conventions of standardEnglish capitalization,** punctuation, and spelling **when writing.**  **I Can Statement(s): I can write to express my opinion.**  **Instructional Plan:**  **Day Three**   * Review story elements. Explain to students that they are the characters in their own story. * Model for students how to write your opinion of “the best year ever” * Relate the idea of the best year ever vs. the worst day ever (Alexander) * Model for students how to read over story and make sure capital letters and punctuation were used. * Let students write their ideas of the best year ever with their table group. Have them trade with a partner and read over to check for punctuation and spelling. * Have students share with the class. (connect to being respectful and following rules)   **Day Four**   * See Reading (students will complete assessment on story map) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  xGuided Practice  xIndependent | **Word Study**  **Standards: : L.2.4a.** Use sentence-level context as a clue to the meaning of a word or phrase.  **RF 2.3 b** Know and Apply vowel teams.  **I Can Statement(s): I can figure out the meaning of new words using context clues.**  **I can spell my weekly words using the vowel teams ai and ay.**  **Instructional Plan: \***See Reading (Students will figure out new vocabulary with partners, by using context or picture clues).  **Day Three**   * Teacher will introduce ten sight words (including day and main). * Pull out 2 words and ask students what vowel sound they hear. Discuss how they both make the long a sound, but are spelled differently. Ask students where the vowel sound is located in the word. Write say and train. Ask students if the sounds are in the same part of the word. * Let students discover that the long a sound is –ai in the middle of a word and –ay at the end of the word. * Let students brainstorm a list of words with the long a sound. Decide on 10 for everyone to study together.   **Day Four**   * Play middle or end game. Call out spelling words and have students give hand signals for middle or ending sounds. Call on students to spell the word orally after class decides where the sound comes in the word. * Students will write their words in their word journal. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s): I can recount an experience that is true and makes sense.**  **Instructional Plan:**  \*see Reading and Writing plans (students will work in collaborative groups and share their story maps and writing) | | | | |
| **Closing/Summarizing Strategy** | Day Three- Share ideas of the best year ever by writing ideas from students and tallying votes from rest of class, review classroom rules and story elements  Day Four- Have students write on a sticky note, one thing they liked about using story maps and one thing they found hard | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will begin to explore biographies using book baskets. | | Students will read shorter passage instead of Tara and Tiree. Student may dictate to teacher for writing. | | | Students will listen to story on CD and use pictures to identify story element. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student story map, writing | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*